

EDUCATIVE NEWSLETTER

*A Plan for Bringing Your School
the Full Advantages of
Educational Television . . .*

PUBLISHED BY MOTOROLA INC. EDUCATIONAL DEPARTMENT, 4545 W. AUGUSTA BLVD., CHICAGO 51, ILLINOIS

The wise reservation of 245 channels for educational television stations should in no way deter schools from taking the plunge into television until these non-commercial stations are on the air. Actually, greater impetus should result since the need for trained personnel and staff to operate and program these mass media transmitters are nowhere to be found at the present time.

Although television is a relative newcomer to the field of communications, much has already been determined to make it worth the while of any school to capitalize on the current possibilities.

In the elementary schools and in the high schools it is beneficial to include instruction leading to discriminating choice of programs for televiewing. Much of this can be accomplished by integrating activities, so some mention of implementation techniques may be helpful.

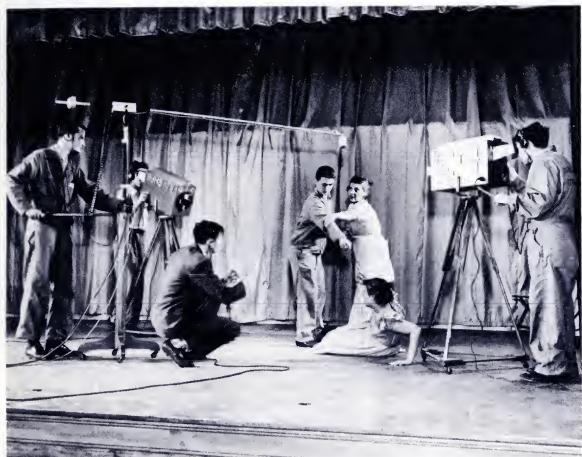
For the Curriculum

Duplicate blank forms, designed to be used as viewing logs by each pupil for a week or two, can be analyzed for proper balance and content in class. Criteria can then be established in a joint pupil-teacher project to test the appropriateness of program selection. A tuning clinic, set up so that each youngster learns the proper way to adjust the television receiver, will prevent using excessive brightness and contrast and reduce the possibility of eyestrain. Duplicate copies of TV program listings recommended by youngsters at each grade level can be distributed to the school as a whole, or can be included in the school newspaper (see EducaTiVe Newsletter No. 43 for additional applications).

Extra-curricular

Youngsters, for the most part, are natural actors before the TV camera and therefore are in great demand by the broadcasters. In keeping with the policies established by the local board of education, it may be an excellent device to organize a talent file of the pupils in a given school. This may be done by circulating a questionnaire asking for such information as ability to play musical instruments, dramatic training and experience, and special talents. From this point, auditions can be held at which judging committees of pupils, or pupils and teachers, can rate the efforts. This is usually a big job and should be carried out over an extended period of time. Finalists can be used to put on all-school assemblies and similar presentations.

With this talent backlog, the next step is to organize a local television workshop which might be an extension of the local dramatic group or theater workshop. With such an organization, and through the use of



Students Participating
in Mock TV Rehearsal

mock-up rehearsal equipment (see EducaTiVe Newsletter No. 46) it is possible to train a nucleus of faculty and students proficient in working with the medium of television.

From this point, contact should be made with the local television stations. Many of the broadcasters, particularly those in TV areas that are just building up, will gladly make air time available for educational purposes. Here is a fine opportunity to do an excellent public relations job with the community at large. Programs organized to give the taxpayers a more intimate look at the activities of the school make for better understanding and support. This does not mean putting the classroom before the TV camera -- it is much more than that. Showmanship, and a sensitivity to community interests, are essential for viewer interest. In addition, the youthful performers will have had profitable experiences.

Arranging for Equipment

There is a trend now evident to include television in the budget considerations accorded other audio-visual materials of instruction. However, this move is not yet strong enough to insure an adequate supply of receivers for each school. Up to this time, it has been found necessary for most schools to work out their own methods of obtaining the desired equipment. The Parent-Teacher Associations have been predominantly successful in this area. A well-planned plea to this group may be the answer. Some schools have held sales, benefit performances, or similar fund-raisers. In isolated cases, some benefactors have underwritten the full cost of the sets. While this generally represents the picture at present, many new schools under construction have been planned to include provision for television as an accepted and necessary facility.

Reports are already documented concerning institutions with TV in every room. Some Universities, Laboratory Schools, and Military Training establishments are already wired with coaxial cable net-

works to permit electronic distribution of TV programs picked up from outside stations, as well as from inside closed-circuit cameras.

These developments are not remote, impossibly expensive installations out of reach of most schools. Actually, the increase in production of TV cameras, the development of more efficient pickup tubes, and the accumulated know-how, have resulted in price reductions that make it possible to recommend closed-circuit setups for the school with moderate resources.

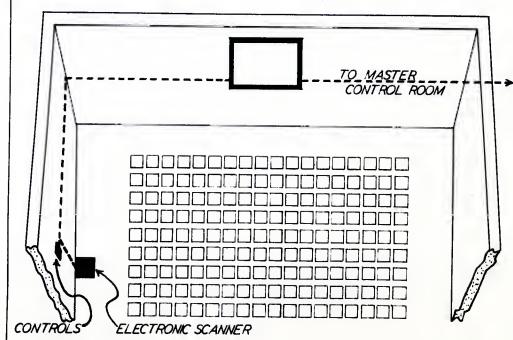
It is possible to start in-school televiwing with a single receiver. Additional sets can be added as financial resources permit. At the same time, a coaxial cable distribution system can be initiated. Since this type of wiring requires no conduit, or special sheaths, it is inexpensive and can be installed locally without violation of electrical and building codes in most areas. As utilization builds up, other receivers can be added, and the cable network increased to tie in all of the rooms in a given school. Ultimately, a television camera is provided to permit intra-tele from the principal's office to any selected number of classrooms, between the swimming pool and the auditorium, to relay shop demonstrations or exhibits to selected audiences, or to disseminate information or instruction to any desired area.

The temptation to predict television developments for the future is justified. Stimulating investigation and experimentation on equipment and procedures, already being utilized in industrial and commercial situations, are being reported constantly.

The Electronic Blackboard

While the chalkboard, as we know it, now may never be eliminated, it does have certain inherent limitations. If the classroom of the future is equipped with a large television screen to supplement this teaching device, usual instructional functions can be carried on more effectively. A television screen connected to a flying-spot scanner (an elementary type TV camera) can be used to magnify electronically and reproduce any writing or drawing done under its sensitive eye. This makes it unnecessary for the teacher to dart

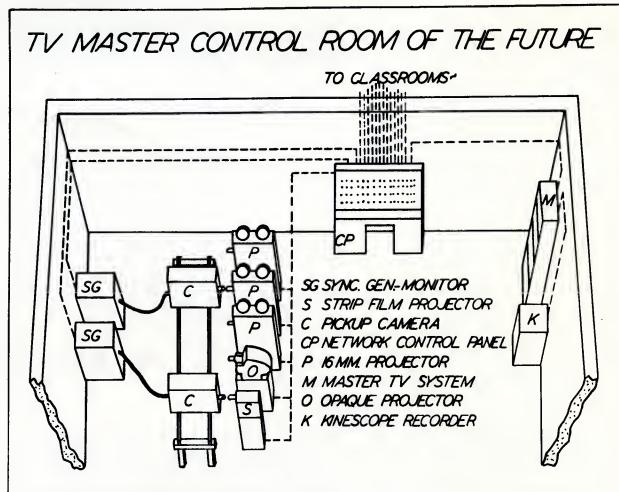
A TV CLASSROOM OF THE FUTURE



A TV Classroom of the Future

back and forth in front of the chalkboard. Also, it is possible to place a microscope, three-dimensional specimens, or any prepared materials, in the field of the scanner for reproduction in the same way.

TV Master Control Room
of the Future



A coaxial cable connecting the screen to a central audio-visual room of a school opens other vistas. With such an attachment in every room, it is possible to "distribute" motion pictures, slides, and other visuals to designated viewing areas without the necessity of bringing projection equipment into the classroom. The A-V Center operator would load up the projector with a scheduled film, and set the controls to "remote" after having positioned the TV camera near the projector lens. When the teacher is ready, a flick of the switch stops the machine, and a third button reverses the film.

The above mentioned facilities will not be available in schools next year or the year after. However, similar audio-visual control rooms are now a part of almost every commercial television station on the air at present. The exciting potentialities of television for the near future serve as a challenge to the educator to help establish the use of TV for the profession.

The school, in conjunction with the community, can be a powerful force in working for the construction and implementation of potential educational channel outlets. Education has a very great stake here!

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